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Presidential Address

By

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A Brief Historical Review:

The organisation of Education is a topic which is much talked about today. The action on the subject appears to touch only the fringe of the problem so that many people began to ask, " Why do we have these frequent changes ? " It will be good if we take a brief review of the efforts made during the last forty years to develop our educational system in accordance with the nation's aspirations and in tune with its great heritage and culture.

It may well be said that we are now about to complete a century of modern education. This gathering may well be regarded as celebrating a centenary, for it was in 1857 that the first Universities of Madras, Bombay and Calcutta were established by special charters. For nearly 50 years the pattern originally designed continued without change. With the dawn of the present century, people began to examine the system critically and felt that the filtration theory had not borne fruit and that great attention should be paid to education at the early stages. With the Minto-Morley Reforms in 1908 a measure of self-government came into being. That was the occasion for what was then considered a radical reform in education. The First Examination in Arts was abolished and substituted by an Intermediate Examination providing opportunities for diversified academic courses. In our State, the incubus of the Matriculation Examination was removed and an S.S.L.C. Scheme was introduced with very high and noble aims. It sought to free the schools from the domination of the University and imposed responsibilities on them by making certain subjects as non-examination subjects and by introducing a system of school records. Local bodies were encouraged to provide for elementary education. The primary and upper primary examinations were abolished.

The year 1921 marked yet another change, following the Montague-Chelmsford reforms which gave an increasing measure of local self-government. Education became a transferred subject under popular ministers. Naturally, to meet the requirements of this new responsibility, elementary education received considerable attention. Local bodies and private bodies were encouraged to start primary schools. There was great enthusiasm for providing free universal compulsory education for all children up to the age of 11 at least. Great efforts were also made in setting up national schools and colleges and universities.

The establishment of provincial autonomy in 1937 brought with it a growing realisation that education should be provided for all children and that the pattern of education must be geared to the national ideals. Gandhiji saw clearly widespread education on national lines was essential for retaining and strengthening the freedom which he was convinced would soon come. His idea, revolutionary at first sight, that education should be through work experience, is a great contribution to modern educational thought in our country. In it he saw a means of solving the problem of finance, which always impeded universal education, and at the same time of training our children to be self-reliant responsible citizens. But the war and the turn of political events prevented the programme. However, a great discontent with the state of affairs in education was stirred up, and it gained momentum year by year. In 1943, the Government of India itself came forward for the first time, with a scheme of National Education, now generally known as the Sargent Scheme. The strong desire of the nation as a whole to have good education for all children was reflected in their strongly voiced criticism that the plan outlined in the report needed forty years for its implementation. Though there was agreement on the general principles of the scheme, it was rejected on the score of the long period of fulfilment it envisaged.

Education since Independence :

Soon afterwards the nation was engaged in a grim and determined struggle for independence. When independence at last came, national education began to assume a new significance and importance. Maulana Abul Kalam Azad, our Education Minister, since the days of independence said : (Patna University Convocation—December 21, 1947) "Today India is free. There is no outside pressure to check her. She can have any kind of mental mould she pleases. Will it be exclusive, of which the world is sick today, or will it be all-inclusive, which has been the characteristic of Indian culture throughout the ages ? The eyes of the whole world are turned towards us. It is for us now either to disappoint or to carry a message of hope to the distressed world".

India's independence came in the wake of the most terrible global war that the world has ever known. All the nations were yearning for peace and were searching ways and means to have lasting peace in the

world. Most of them naturally turned to education as the means to that end. For example, England in 1945 passed her great Education Act in the firm belief that in right education lies the solution for the problem of the wars and human conflicts.

In spite of the many travails attendant on a nation emerging into freedom—and our country had a mighty share of them—our leaders gave very serious thought to the educational problem. The educational system which had its origin in the days of Macaulay was rightly described as one designed to produce clerks and subordinate officers to buttress an alien Government.

Extremists wanted the whole thing scrapped and an entirely new system introduced. Over-enthusiastic Ministers of Education in the States went forward with zeal to set the educational house in order. But as the nation's energies came to be harnessed into constructive thinking and planning, all their ardour and zeal were to some extent tempered with caution. There is now a realisation that in education there should be a process of evolution and no revolution. The efforts at planning the country's economy have revealed several needs, and a list of priorities has come to be drawn up. We have been made to think of the goals we should achieve. From dreaming of ideals and utopias, we have now our feet on firm ground and our aspirations well crystallised before us.

The Congress Session at Avadi has clearly defined our goal as a socialistic pattern of society which will ensure the establishment of a Welfare State. India has been able to postulate a Panch-Shila for governing international relationships. Her efforts at improving her national economy and standards of life have evoked the admiration of the whole world. Many nations rightly look up to her to find a way out of the darkness and gloom, created by the incessant threats of an atomic cataclysm predicting the destruction of the whole world. It is in the context of this situation that we have to examine the proposals of educational reconstruction that are before the country.

The Panch-Shila Concept:

If the Panch-Shila concept for world peace is to succeed, then we as a nation must adopt the principles it embodies as our way of life. Translated into national ideals this would mean:

1. Equality of opportunity for all without any distinction of caste or religion or race;
2. Willingness to work and contribute to the production and improvement of the nation's wealth. (Work is wealth);
3. A spirit of co-operation as against the prevailing competitive spirit;
4. Tolerance, understanding and goodwill;
5. Realisation of the dignity of man with a firm faith in God.

It will be seen that these are the distinguishing features of the Indian way of life through the ages. The educational system which we plan to establish must help in strengthening this way of life.

Idea behind Basic Education:

The Constitution has laid down that every attempt should be made to provide free, compulsory education for all children up to the age of 14. The second Five-Year Plan seeks to bring 60% of the children of the age group 6-11 and about 20% of the age group 11-14 under school education. The Government of India and the State Governments have accepted the principles of Basic Education which are in conformity with the five-fold aims of all education described earlier. The basic idea behind Basic Education may be described as enabling children to get educated through experiences gained in living with the community and for the community and in engaging themselves in co-operative activities in the pursuit of local crafts. It seeks to foster the creative and artistic talent of every child and thus refine his emotions, giving him a sense of achievement in a great co-operative endeavour. The educational activity, joyously performed in the normal environment in which the child lives, gives a social purpose and value to his work. He realises his own worth as an individual and brings to bear on his relationship with others a spirit of tolerance, a sense of understanding and a sense of humour. In addition to these, as his efforts result in the production of things of use and value to him and his community, the aims of education seem to be fully realised in this case. The Government of India, by a generous measure of financial assistance, have been helping the States to reorganise their elementary education so as to fit it into the pattern described above. They have aided the States liberally for training teachers for this type of education, for converting the existing schools into Basic Schools, for providing facilities for craft activities in the traditional type of elementary schools, and for establishing new basic schools in different parts of the country.

Some of the fanatic exponents of Basic Education stick to the letter of the scheme ignoring its real spirit. Gandhiji desired weaving, agriculture and carpentry to be given importance as basic crafts. At the time when he first gave his views on the subject, he laid emphasis on spinning and weaving and on the productive aspect of such activities and expressed the hope that these activities would be self-supporting. A rigid adherence to this concept, however, seems to be unrealistic in the changed context of our independence and the resurgent renaissance of the country, when people are clamouring for education and are ready to bear the burden of taxation to a reasonable extent for this purpose. After all the object of basic education is closely related to the idea of the freedom of the teachers to chalk out a programme suited to the

needs of the community. Gandhiji's conception of Basic Education would not allow of any regimentation in method, or organisation or administration. Unfortunately, some of those in charge of education are still averse to giving up these authoritarian ways. They cling to regimentation and are fond of exercising rigid control.

Experiments in Craft-centred Education:

In this connection I may say that the wonderful experiments carried out on the lines of craft-centred education in some of the Modern Secondary Schools of the United Kingdom are very revealing. For instance, in one school that I saw in a farm area in Shrewsbury, agriculture was the core activity, and the staff had evolved an educational programme for the school around the core activity. The yield of the school farm—agriculture, poultry, dairy, pigs, etc.—justified in a fair measure the expectations of self-sufficiency. In another area, which was an industrial one, workshop practice or the industrial arts constituted the core activity around which the entire education programme was built up. Yet in another school—a comprehensive school near Reading—building and architecture formed the core activity. This core activity was the distinguishing feature of its grammar, technical and modern streams. In all these institutions I found that the attainments of the pupils of the modern secondary section ranked equally with those of the grammar stream, who formed the cream of the school population.

I must mention the three conditions that contributed to the success of the experiments in the United Kingdom. In the first place, the local education authority has made generous or adequate provision for the pursuit of the activities. Secondly, the teachers of these schools in particular—and this is generally true of all schools in England—have been given an ample measure of freedom to draw up the programme and devise suitable methods of teaching. Thirdly, the educational advisers or officers of the county and Her Majesty's Inspectors view the efforts of the school with sympathetic appreciation, giving the teachers and schools encouragement and support and offering them advice which the schools are free to accept or reject. I must also mention here that the parents repose great trust in their teachers and render them all possible assistance.

A Basic Assessment Committee appointed by the Government of India has just concluded its survey and its report is expected to be published shortly. I trust that the Committee will make wise and practical recommendations which will give the right orientation to primary or elementary education and speed up the progress of the basic way of general education for children of this age group.

Importance of Secondary Education:

Secondary Education is a very important stage in education. On its strength, vitality and vigour will depend the success of our efforts to build up a Welfare State and a socialistic pattern of life. The Secondary Education Commission, under the Chairmanship of our distinguished Vice-Chancellor of Madras has made the most notable contribution to Secondary Education in India. The report has the unique distinction of making recommendations which are at once practicable and in conformity with our needs and aspirations. It has also given life and meaning to the recommendations of the University Commission, presided over by the most outstanding educationist of our times, who, I may say, is the most respected and venerated statesman, philosopher and educationist of our State.

The recommendations of these Commissions have received a very large measure of support and the Central and State Governments have initiated action in implementing their recommendations. The Secondary Education system is being reorganised to provide for different aptitudes and to ensure a higher standard of attainment of knowledge and skill based on a generous and strong foundation of general education. The Central Government, realising the importance of action on these lines, have come forward with a planned programme of assistance to the States so that educational progress may not be hampered by the inability of any State to spare funds. We may be impatient with the inadequate financial provision, but in the larger context of available resources, it must be said that everything possible is being done.

All India Council for Secondary Education:

The setting up of an All-India Council for Secondary Education has given the Government an agency for examining the problems involved and a means of giving assistance towards improving this stage of education. The objectives and functions of the Council may briefly be stated as follows :

(*a*) The Council will review the progress of secondary education throughout the country and serve as an expert body to advise the State and Central Governments about improvement and expansion of Secondary Education in all its phases.

(*b*) It will examine and appraise proposals in this behalf referred to it by the Government of India and the State Governments and assist in the implementation of approved programmes.

(c) It will initiate proposals for the improvement of Secondary Education in the light of the experience gained and within the ambit of the decisions taken by the Government of India from time to time.

(*d*) The Council may encourage research in problems relating to Secondary Education in all its aspects.

(*e*) It may appoint *ad hoc* committees to assist it in the attainment of any of its objectives.

(*f*) The Council will take all necessary executive action in the matter of deciding on the grants to be made to institutions participating in its projects and making funds available for the purpose.

Government of India may from time to time make grants to the All-India Council for Secondary Education on requests made by the Council for carrying out its functions and activities as aforesaid.

The Council may, for the purpose of enabling it to discharge its functions efficiently or exercise its powers, appoint such number of officers and other employees on such terms and conditions of service as may be determined by it but not more liberal than those obtaining for similar officers in the Government of India and subject to the general financial limits in the budget imposed by the Central Government.

It will also maintain a nucleus of specialists in various fields of Secondary Education and thus increase through membership of its staff a number of Indian educationists who have had experience in the analysis and solution of problems of Secondary Education on an All-India basis.

By a programme of Regional Seminars of Workshops or Study Camps, State Teachers' Seminars and Extension Services in Training Colleges, the Council hopes to keep in touch with all those engaged in Secondary Education and give them every possible assistance in encouraging initiative and sustaining enthusiasm and worthwhile efforts. The recent decision of the All-India Council to advise State Governments to provide for the study of three languages, for the compulsory study of General Science including Mathematics and Social Studies as non-examination subjects and for special courses in the Humanities, Sciences, Technology, Commerce, Agriculture, Fine Arts and Home Science will, I hope, if acted upon, ensure a broad base of general education with courses suited to the aptitudes of the pupils. The battle of languages may be solved, and when the present prejudices wear out, we will be able to ensure an adequate development of the Regional Languages, and will be able in a fair measure to equip our students with the ability to use with effect a national and an international language. It is my hope that before the end of the third Five-Year Plan there will be an adequate number of comprehensive or multi-purpose schools all over the land, thus removing the most serious defect in our present Secondary Education System viz., that it is a one track stream leading only to the university or a clerk's desk. This will help at the same time in the

training of junior leaders who are so much needed in every department of human activity. The country's programme of development has revealed the inadequacy of technical personnel. The second Five-Year Plan depends to a large extent on technical personnel. The Government are not slow in recognising this need. The establishment of the Council of Technical Education with its regional boards has greatly stimulated activity in this direction. The establishment of Industrial Schools, Junior Technical Schools, Central Polytechnics and Higher Institutes of Technology and National Laboratories has given a great fillip to this side of education. We may hope that by the end of the second Five-Year Plan we will be able to attain a fair measure of self-sufficiency in this field.

University Education:

In respect of University Education too, a great ferment has been created. Realising the limitations in which most of our Universities are placed, a University Grants Commission has been established by statute. The reform of extending the duration of the first degree course from two to three years is designed to provide adequate general education and a fair amount of specialisation, without making that specialisation synonymous with learning more and more of less and less. The provision of a pre-University Course to enable the present school leavers to become fit for a degree course is a purely temporary and transitory measure, till such time as most of the Secondary Schools get upgraded. Its educative value on account of the short duration may be considered low, but it has to be regarded as a necessary evil for a short period.

The establishment of a rural Higher Education Council and a few Rural Institutes or Colleges in selected centres should be viewed in the context of giving a new orientation to Higher Education. Universities with their traditional conservatism will be slow in realising the needs of the country. A democracy cannot flourish on clan supremacy. Leadership in all spheres of human activity has to be drawn from every section of the population. The Rural Institutes are exploratory institutes in this new adventure, and it is hoped that they will open up new paths to higher learning.

Welfare State and Government Efforts:

I referred to equality of opportunity as the first condition for building up a Welfare State. Equality of opportunity should not be confused with giving the same training for all people. It must provide the means for every individual to develop to his full stature. It is not enough merely to provide for free and compulsory education. To the economically handicapped, assistance in respect of books, clothing and food has to be given. In the field of higher education there should be special facilities for the educationally backward, and there should be a

scheme of assistance by way of merit scholarships so that no child of ability is handicapped in his attempt to seek even the highest education on account of the poor financial resources of his parents. The Government of India and the State Governments are making considerable efforts in this direction. The recent decision of the Government of Madras in making education free up to the end of the middle school course or higher elementary stage for all children of low income groups and extending it to the end of the S.S.L.C. Course for children of certain categories of social employees is a welcome move in the building up of a Welfare State.

Education is a dynamic process and has always to look ahead and prepare for a future. It cannot offer any ready solution for present defects, and in this it is certainly at a disadvantage; but, nonetheless, it has to persevere in its goal of helping the young to meet the demands of the future. This implies change, and while everyone requires a certain degree of stability in education, change is inevitable, and in the context in which we in India are placed, these changes have to come fairly quickly.

Education in the Second Five-Year Plan:

In the foregoing description of what the Government of India and State Governments are attempting to do in the matter of improving our educational system, I have given fairly elaborate details of the plans of the Governments. It should not be understood to mean that I am fully satisfied with what has been done or that I take a complacent view of things. The problem is one of colossal magnitude and teachers as well as others interested in education have particularly during the last 10 years shown great impatience. In view of the lag between expectation and achievement, a sense of frustration has crept into the minds of teachers and others. The Planning Commission's inability to provide for the thousand crores demanded by the Ministry of Education has caused great disappointment. The sense of frustration is accentuated when it is found that the commission could provide only 320 crores for education for the Second Five-Year Plan. In a plan frame contemplating 4,800 crores, one cannot escape the feeling that education has not received the priority which everyone claims it should receive. It also reveals a certain line of thinking that priority should be given to productive enterprises at this stage of the nation's development programme, and economists and industrialists have yet to concede that the development of the human personnel is of the utmost importance for the success of these development plans. In the words of Sir Ronald Gould, the President of the World Confederation of the Teaching Profession, "The Government must be persuaded to believe more in Education."

The White Paper on Education:

The White Paper on Education recently published by the Government of Madras and discussed in the Legislature is a timely document which gives a clear picture of the magnitude of the problem and provides a plan for the solution of the problem. The Hon'ble Minister's statement on the floor of the Legislature and the discussions thereon indicate that there is an increasing realisation of the importance of education and if the need for providing a better quality of personnel for staffing of schools or educational institutions. As this subject will come up for a good deal of discussion at the conference, I would rather reserve my comments, if any, for a later stage. However, I should like to refer to two or three aspects of the problems outlined in the White Paper.

Age of Entry for Formal Instruction:

In the first place, the White Paper provides a compromise solution for the age of entry for formal instruction. It fixes the age at 5 years 6 months on the day of the commencement of the school session in a year. There is a considerable volume of opinion that schooling should commence at an earlier age, while the views of educationists on this subject indicate that formal education should begin at a much later period. In some progressive countries it starts at the age of 7.

When Mahatmaji discussed this question he also expressed himself in favour of the age of 7. In England, where the compulsory age is the completion of 5 years, schools provide for what is known as the Infant Section till the child reaches the age of 7, when he is put into the Junior School. The programme for the children of the age group 5 to 7 is largely designed to enable them to learn to move together, to play and to engage themselves in activities that will give great scope for self-expression. The children of this age group require special consideration and special facilities must be provided in the school if the impressions they get at this age are to help to strengthen human qualities like co-operation, tolerance, understanding, initiative and self-reliance. Our schools, situated as they are, are unable to provide for such care and attention, and the financial resources of the country at the moment are awfully inadequate for meeting the needs of the children of the age group 7 to 14.

An analysis of the figures supplied in the White Paper for Standard I shows that over 50% of the pupils are outside the age of 5, that is, they are over the age of 6. A more careful study of children of age 5 and below admitted in elementary schools will show that they account for a great measure of stagnation in Standard I, the facts of which may also be noticed in their progress in their higher standards. In as much as the State cannot make adequate provision for children of this age, the responsibility has to be undertaken by the home and

by voluntary agencies who may provide for free school education in nursery schools, kindergarten, etc. The State, however, may extend a general measure of assistance to these efforts. I hold the view, therefore, that the age of admission to formal education in our primary or basic schools must be the completion of six years. I suggest that any child who completes his six years on Vijayadashmi day (when every Hindu regards it as sacred for initiating his child in education) should be deemed eligible for admission at the commencement of the school year. The Vijayadashmi day may not have a fixed day in the calendar ; it falls roughly in September-October and October 2 is the birthday of the Father of the Nation. We can be in accord with the national tradition and at the same time honour the Father of the Nation by fixing October 2 of the school year as the date on which the child should have completed 6 years for admission to a school in that academic year.

The second point I would like to make is in respect of the Managements of Elementary Schools. The Constitution clearly lays down that the States should undertake the responsibility for providing free and compulsory education up to the age of 14. So long as compulsion is not introduced, private efforts in the field of elementary education may be justified. But if compulsion is agreed upon, then, I submit, there is no place for private effort in a scheme of national education for this age group. The State has to assume this responsibility. This does not mean that all schools should be State Schools and that they should be administered from a Central Office. A great deal of local support ought to be secured for the establishment and maintenance of these schools, and a measure of local autonomy has got to be devised whereby the State will be enabled to discharge its responsibility of providing education for all the children of the age group and the people will have the satisfaction of participating in this great venture.

Regional Boards:

The Alagappa Committee of Elementary Education, while expressing the view that aided efforts should be discontinued, and that local bodies should assume greater and greater responsibility, have suggested the setting up of Regional Boards of Education entrusted with the task of providing education. They have not given the details of the Constitution and the functions of these Regional Boards, and the Government have naturally found themselves unable to approve of the suggestion regarding such Regional Boards, which they feel may be "a fifth wheel" in the whole organisation. This idea of Regional Boards was mooted by the Alagappa Committee on a realisation of the inability of the District Boards to undertake the full responsibility of elementary education. The area for a District Board is very vast, and its resources are very limited, and the Committee thought that a Regional Board for a sizeable area may be in a better position to serve the needs of that area than

the District Board. That the area should be reduced and local initiative should be developed will be agreed to by all. But whether these Regional Boards should be independent of the District Boards is a question that requires to be answered. The English example of County Councils and Borough Councils functioning as Local Educational Authorities through special Education Committees of these Councils offers a solution which, with suitable modifications, may be tried in our State. The District Board and the Municipal Council will have the ultimate responsibility for the educational effort of their respective areas. They should delegate their powers to a Regional Education Committee. These Regional Education Committees may each have an area of one or two taluks, with about 300 to 400 schools, and the Committees may be set up by the District Boards or the Municipal Councils. Such Committees may consist of members of the District Board or Municipal Council and others elected for their competence in administering education.

The Committees may have a strength of about 12, 7 being from the local Board, and 5 non-members of the local Board. Such a Committee may be entrusted with the task of looking after the educational needs of the region entrusted to it. It should be assured of a considerable measure of autonomy, the local Board coming in only to approve the budget, to provide the funds and to ensure the equality of educational opportunities for all the regions.

Financing of the Education Programme:

One other observation which I would like to make on the subject of this White Paper is in regard to the financing of the Education Programme. The White Paper has given a very clear picture of the cost involved in providing education for all children of the age group 6 to 14. The present rate of expenditure is Rs. 2 per capita, and this will necessarily increase to Rs. 4 per capita. This leads to the question whether the State can ever hope to raise that amount of money. It is good that the people are made to understand the magnitude of the task, so that they may be prepared for shouldering the responsibility, if they give the mandate to the Government to go ahead with the scheme. This may perhaps produce the opposite effect of frightening the people. I trust it will not do so. It fails to take note of what the people can contribute besides taxes for the building up of the finances necessary for this great project. If Education has to be financed entirely from the revenues of the State, the tax burden will become so heavy that the tax-payer would vigorously protest against and oppose the scheme of expansion. For the State system of taxation, as it stands at present, affects only a certain class of people, and this class with its influence may become a powerful opposition.

The example of progressive countries in this sphere of financing education should help us to find the way out. In England, local taxes

or rates, as they are called, contribute a great deal towards the financing of public education while the State gives a substantial measure of assistance. If people are more intimately associated with the education programme, then the community realising the needs of the children will be able to find ways and means of raising funds to secure such a state of affairs. Educational administration should change its character from a centralised authoritarian structure to a democratic one with a considerable delegation of powers and the provision of a greater degree of freedom to local authorities. When we are planning for a Welfare State and for a Socialistic Democracy, authoritarianism and central control have no place in it. I wish the White Paper had recognised this aspect and applied its mind to changing the administrative structure so as to secure a greater measure of community interest in its educational programme. In the field of Higher Education, whether in the Secondary or the University sphere, there is considerable scope for organised private efforts in the establishment and maintenance of educational institutions. Every endeavour should be made to stimulate and sustain such private efforts in these fields.

The Role of Private Managements:

I was happy to learn that the Hon'ble Minister of Education assured the conference of Managers that whatever Government may be thinking of in respect of Elementary and Basic Education, they would not contemplate even if it were seriously suggested, at least for a period of 10 years, abolishing private recognised institutions. However, I do not agree with him that such non-interference should be only for a period of 10 years. Institutes of Higher Education at the Secondary and University level may be the nurseries for our future leaders, and the quality of the leadership they produce will depend upon the measure of independence they can have. State-owned institutions have often to be inflexible in their pattern and this inflexibility or rigidity often hampers growth and development. Creative efforts in education will depend on the freedom which private institutions can have to experiment.

Freedom to the Teacher:

Closely related to this topic is the role of the teacher. Today there is a considerable volume of opinion that the quality of education has deteriorated and that the teaching profession does not attract the better type of people. Both these statements are exaggerations. While I agree with the view that the quality is not all that we desire and that there is a great room for improvement, yet I believe that in assessing quality one has to take note of several factors that operate in determining it. The teacher today is not the master of his job. He has the syllabus, the text-books and everything ready-made, and he is directed to work in accordance with the programme chalked out for him by an outside agency. The rigour of inspection and supervision is such as to stifle any initiative on his

part. If the teacher's work is to succeed, then he should be entrusted with the responsibility of drawing up a programme of work suited to the needs of his pupils and bearing in mind the aims of education. He should be free to adopt the methods which will secure the largest measure of interest of his pupils. In the absence of such freedom and the identification by the teacher with his work, the quality of teaching is bound to deteriorate. The strength of the English education system lies in the extensive freedom which the teacher enjoys.

In a recent article by Mr. Griffiths, which was published in the *South Indian Teacher* of March 1956, a picture of the teachers' freedom in that country is given. The only uniformity that the Board of Education in England desires to see in the practice of teaching in the public elementary schools is that each teacher should think for himself and work out for himself his teaching programme and use his powers in the manner best suited to the particular needs and conditions of the school. Uniformity in the details of practice is never demanded. The Local Education Authorities who are charged with the responsibility of providing education only help in the selection of the staff. The Headmasters and his colleagues are given complete freedom in working out a programme of education for the children of the area. The Educational Officers of the county no doubt visit the schools very frequently, but they do so not in the spirit of inspectors or persons always on the alert to prevent people from making mistakes, but as Educational Counsellors eager to encourage the efforts of the teachers and give them such help and guidance, as may be desired. Even Her Majesty's Inspectors of Schools, who make a more thorough inspection lasting for several days, play the role of advisers. This freedom which the English Teacher enjoys has put him on trust and has made him aware of and alive to his great responsibility.

Unfortunately, in India, thanks to the general feeling that the quality of the teacher is poor, the administration tries to get a greater and greater measure of control, even over the day to day work of the school. Thus we have the curious paradox that in a country which has just attained political freedom and which is planning for economic and intellectual freedom, there is an Education System which grows more and more into a regimental and authoritarian pattern. It is time that those in power realised that education for democracy cannot be had under a regimental autocratic control.

The Role of the Teacher:

This brings me to the role that the teacher has to play in Education. The time has now come for him to assert his status and claim that privilege and responsibility that is rightly his. The teacher has the peculiar advantage of being in contact with growing children, full of enthusiasm and eagerness and looking forward to a bright future. Their optimism should influence him and encourage him in his efforts.

The teacher by himself may not be able to achieve much. He has to work in close co-operation with his colleagues in the school and under the leadership of his Headmaster. The teaching faculty of a school should assume joint responsibility for the work of the school and decide how the teachers can unite their efforts in a co-operative endeavour in the best service of the children entrusted to them.

The South India Teachers' Union:

The Teachers' Organisations of the State have now a very great opportunity of showing leadership in educational matters. They should develop into professional organisations and present to the country from a professional point of view the needs of education. They should be able to convince the public and the Government of the importance of Education and of the right methods of Education. The South India Teachers' Union has been during these years of its existence showing commendable leadership in these fields and has contributed in a great measure to the development of the educational programme of this State. If this State has a record of fairly good education, it is largely due to the influence which this organisation has been able to bring to bear on the public and Government. Questions like examination and evaluation, maintenance of school records, framing of the courses of studies, appraisal of the curriculum and methods of effective handling of the curricula are subjects of professional value. This organisation must be able to offer an assistance in all these fields to its members. Such a professional programme will undoubtedly enhance the prestige of the organisation, for it will be serving a great need.

Teacher — Pupil Ratio:

One of the serious problems which the country at present is faced with is the problem of the large number of pupils to be educated and the short supply of teachers. The State Governments have been thinking of adopting a shift system or increasing the number of pupils per teacher as solutions for meeting these emergencies. Considering the magnitude of the problem, it may not really be a short-term emergency. It is a problem which may last for several years. We may urge that the number of pupils per teacher should not exceed 30. We may advance all arguments against the shift system. But the fact remains that these conditions cannot be secured for quite a long time to come, and it is up to the profession to examine the possibilities of a higher pupil-teacher ratio and a teaching technique which, without increasing the burden of the teacher could serve a large number of pupils.

Attracting the right type of Men and Women to the Profession:

These responsibilities of the teacher call for professional men and women of a very high quality. The prevailing atmosphere in educational institutions scares away the better quality of men and women, excepting

those who with their missionary zeal are able to overcome hampering conditions. But their numbers are few. The salaries and service conditions of teachers have got to be greatly improved, if they are to be on a level with what is obtaining in other fields of service. The magnitude of the problem should not deter the Government. They should be impelled to action by the urgency of the problem and in the interests of the well-being of the future generation. An anxious and embittered teacher can never have an integrated personality and will always be an influence for evil on young minds. It is, therefore, the responsibility of the State to take up this matter immediately and provide decent conditions of salary and service, provision for old age and other amenities that the citizens of a Welfare State are entitled to. The recent announcement by Shri Shrimali, Deputy Minister for Education, that the Government of India would be willing to bear 50% of the cost of improving the salaries of the primary teachers up to the limit prescribed by the Ministry of Education, is a welcome announcement, and I trust the State Governments will take advantage of this offer and help to raise the salaries of teachers.

That the situation is grave is evidenced by the fact that this Union had already notified the Government that it will not hold itself responsible for the morale of the teaching profession, if its request for better emoluments are not immediately attended to. The All India Educational Conference held in December last has also sounded a similar note. There is an increasing realisation that the teachers should be adequately remunerated and, therefore, there is every hope that the teachers may not have to labour under these handicaps.

Conclusion:

The next 10 years in the country's life will be a crucial period as these years will show whether the country can sustain its efforts towards the building up of the Welfare State. That will largely depend upon the kind of enlightenment, knowledge and skill which the people will develop during that period. The success or failure of democracy rests upon the degree of education of the people that form the democracy. Whatever be the other forces and other agencies that are being utilised for this purpose, the teachers' role is a most vital one. On him rests the well-being of this country. He is the architect of our future. It is a tremendous responsibility and I have every hope that with the motto which the Union has before it "Raise yourself by your own efforts", the teachers of this land will be able to discharge their responsibility in a true spirit of love, learning, patriotism, service and self-sacrifice.

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Rules Supplement to Part I-B of the Fort St. George Gazette dated April 4, 1956, Department of Health, Education and Local Administration (Education.)

AMENDMENTS TO RULES FOR GRANT OF RECOGNITION AND AID TO ELEMENTARY SCHOOLS.

(*G.O. Ms. No.* 570, *Education*, 24*th March* 1956.)

The following amendments shall be made to the rules for the grant of recognition and aid to elementary schools, published with the late Education Department Notification No. 243, dated the 21st August 1939, at pages 556-558 of Part I-B of the *Fort St. George Gazette*, dated the 29th August 1939, as subsequently amended:

AMENDMENTS.

In the said rules under the heading "Chapter I—Rules for Recognition", in rule 13 (2)—

(1) in clause (i), for the expression "sub-rule (iv) below", the expression "clause (iii) below" shall be substituted;

(2) for clause (ii), the following clause shall be substituted, namely:

" (ii) The management of a school shall have power to terminate the services of any member of the staff whether permanent, temporary or probationary, only as provided hereunder—

(*a*) without notice for any or all of the following reasons, viz., suspension or cancellation of a teacher's certificate by the Director of Public Instruction, or suspension by the Divisional Inspector, under rule 154 of the Madras Educational Rules, or when action is taken against the teacher by the Director of Public Instruction under rule 14 below;

(*b*) with three months' notice or three months' salary in lieu thereof for any of the following reasons, viz., wilful neglect of duty, serious misconduct, gross insubordination, mental unfitness, incompetence, retrenchment, physical unfitness or any other good causes:

Provided that in all the cases coming under (*b*), before the issue of notice, the teacher shall be informed in writing of the charges against him and shall be given a reasonable opportunity for stating his case in writing or in person, and the statements made by the teacher, if any, shall be taken into consideration before a final decision is taken by the management:

Provided further that before the issue of the notice the Deputy Inspector of Schools should be consulted and his approval obtained by the management about the propriety of such an action, the Deputy Inspector being furnished with all documents relating to the case to facilitate him to offer his advice.

When on a teacher's appeal, the District Educational Officer orders reinstatement, the management shall forthwith reinstate him within ten days of receipt of the orders, notwithstanding a further appeal submitted or proposed to be submitted by the management to the Divisional Inspector, and shall inform in writing the Deputy Inspector of Schools and the District Educational Officer of the fact of having done so. Failure to comply with such orders of the District Educational Officer may entail action against the management, under rule 14 below.

If the termination of the services of a teacher under this rule is held unjustified on appeal by the teacher, the management shall take back the teacher, treating the period of his absence as duty without any claim for Government grant for the period of such absence. If the teacher, having sought employment subsequent to the termination of his services, claims only compensation for the loss due to unemployment, the management shall be liable to pay to the teacher full salary and allowances for the period of his unemployment, which shall be limited to the maximum period of three months:"

(3) clause (iii) shall be omitted and clauses (iv), (v), (vi) and (vii) shall respectively be renumbered as clauses (iii), (iv), (v) and (vi);

(4) for clause (iii) as so renumbered, the following clause shall be substituted, namely:—

" (iii) No notice on either side or prior consultation of the Deputy Inspector of Schools as required under the proviso to clause (ii) (*b*) above is necessary in the case of teachers who are appointed purely on a temporary measure for three months or less or when teachers are discharged after the expiry of the specified period stipulated in the Teachers' Service Register. In case the vacancies last longer than the stipulated period the usual procedure shall be followed;"

(5) Note (c) under clause (iv) as so renumbered shall be omitted.

C. P. GOPALAN NAYAR,
Deputy Secretary to Government.

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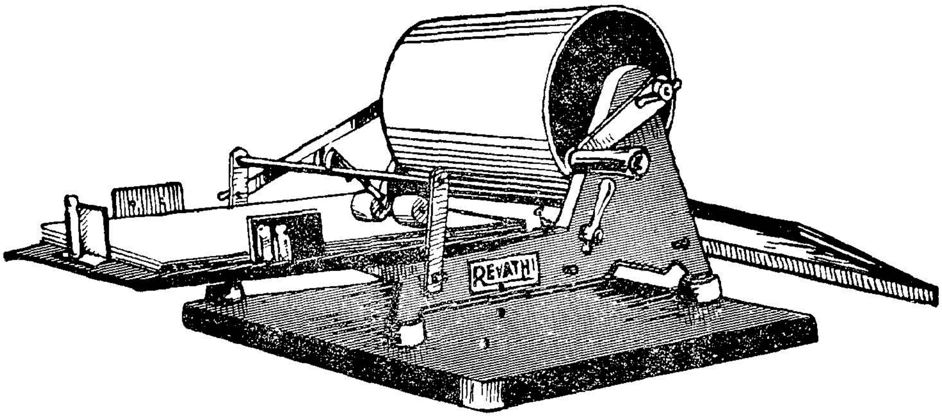

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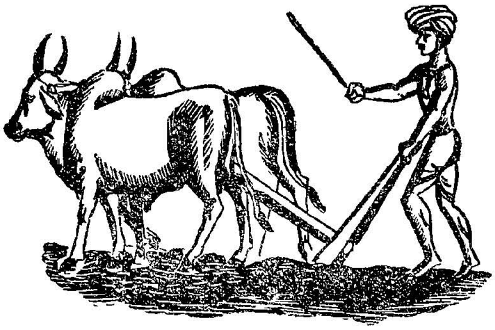

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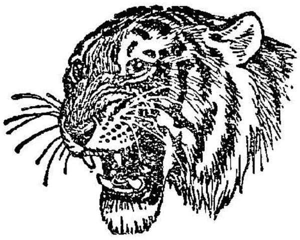

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THE SOUTH INDIA TEACHERS' UNION

Annual Report

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 47th Annual Report of the work of the Union for the period 1st April 1955 to 31st March 1956.

STRENGTH :—At the beginning of the year there were 15 District Teachers' Guilds affiliated to the Union. After the bifurcation of the District Teachers' Guild of Coimbatore and the Nilgiris in January 1956 in accordance with educational districts, the total strength at the end of the year is sixteen.

There was only one teachers' association directly affiliated to the Union.

OFFICE-BEARERS :—At the Annual General Body meeting of the Union held at Cuddalore, N.T., on 14th May 1955, the following office-bearers were elected :

President :—Sri S. Natarajan.

Vice-Presidents :—

(i) Sri E. N. Subramaniam.

(ii) Sri A. M. Kanniappa Mudaliar.

Secretary :—Sri T. P. Srinivasavaradan.

Joint Secretary :—Sri P. R. Swaminathan.

Treasurer :—Sri L. Mariapragasam.

Sri K. M. Sundaram was elected Convener of the Vigilance Committee and Messrs. K. Krishnier (Tuticorin), D. Sebastian (Karaikudi), C. C. Nair (Badagara), and C. Subramania Mudaliar (Tiruvennainallur) were elected members.

The Working Committee at its meeting held on 2nd July 1955, elected Sri C. Ranganatha Aiyengar as Journal Secretary and Sri V. B. Murthi as Assistant Journal Secretary.

In the course of the year Sri S. Natarajan, at the invitation of the British Council, toured the United Kingdom to study the educational system and the working of the teachers' organisations there. During his absence from March to June 1955 Sri T. P. Srinivasavaradan acted as President.

After his return from the United Kingdom, Sri S. Natarajan was appointed in September as Director of Field Advisory Services under the All India Council for Secondary Education appointed by the Government of India.

At the meeting of the Executive Board held on 19th November 1955, Sri S. Natarajan tendered his resignation of his office of President of the Union. The Executive Board accepted his resignation and elected Sri T. P. Srinivasavaradan as President and Sri V. Arunajatai as Secretary.

THE EXECUTIVE BOARD :—The Executive Board of the Union met four times during the year under report (on 11—5—1955, 2—7—1955, 19—11—1955 and 28—1—1956) and transacted business relating to the following :—

1. Salary scales for teachers.
2. Pension-cum-Provident Fund-cum-Insurance for teachers.
3. Compensation to managements for the loss of fee income on account of fee concession to poor children.
4. Housing scheme for teachers.
5. Education Week.
6. Elementary Education Reform Committee Report.
7. Students' participation in political demonstrations.
8. Study of languages.
9. Allotment of funds in the second Five-Year Plan.
10. Golden Jubilee of the Union in 1957, etc. and resolutions on the relevant items were communicated to the authorities.

THE WORKING COMMITTEE :—The Working Committee met twice during the year (on 2—7—55 and 31—3—56). It elected the Journal Secretary and the Assistant Journal Secretary and passed the budget. It considered the White Paper on Education published by Government and communicated the resolutions on the same to the authorities. The rest of the business was conducted by circulation or by the meetings of the Madras Members of the Committee.

THE 45TH MADRAS STATE EDUCATIONAL CONFERENCE :—The Conference was held at the St. Joseph's High School, Cuddalore, N.T., from 12th to 14th May 1955 under the distinguished presidentship of Sri E. H. Parameswaran, M.A., L.T., M.L.C. Dr. A. Krishnaswamy, M.P., inaugurated the Conference. About 500 delegates from all parts of the State attended the Conference. Sri S. Natarajan sent his message to the Conference through the B.B.C. which was heard very distinctly by all the delegates that had assembled at the Conference Hall.

The special feature this year was the introduction of Elementary School Teachers' Conference.

The following sections of the Conference were conducted :—

1. *Primary and Basic Education section.—*
   Chairman : Sri V. Natarajan.
   Convener : Srimathi Saraswathi Srinivasan.

2. *Secondary and Technical Education section.—*
   Chairman : Sri S. Venkataraman.
   Convener : Sri M. Rajah Iyer.

3. *University Education section.—*
   Chairman : Sri E. N. Subramaniam.

4. *Administration, Organisation and Teacher-Education section.—*
   Chairman : Sri M. N. Kini.
   Convener : Sri T. N. Sundaram.

5. *Elementary School Teachers' Conference.—*
   Chairman : Sri E. H. Parameswaran.
   Convener : Sri C. C. Nair.

Topics on important educational problems were discussed and resolutions were communicated to the authorities.

The Sabhesan Memorial Lecture was delivered by Sri T. P. Srinivasavaradan.

THE 30TH ALL INDIA EDUCATIONAL CONFERENCE :—The Conference was held at Delhi from 27th to 31st December 1955 under the distinguished presidentship of Sri Humayun Kabir, Educational Adviser to the Government of India. The Conference was inaugurated by Dr. Babu Rajendra Prasad, President, Indian Union.

Messrs. T. P. Srinivasavaradan, C. Ranganatha Aiyengar, C. M. Fazalur Rahman, and R. Munuswamy Mudaliar represented the Union at the Council Meetings of the A.I.F.E.A. and participated in the Conference. The President of the Indian Union was 'At Home' to the delegates of the Conference.

Sri S. Natarajan was elected one of the Vice-Presidents and Sri T. P. Srinivasavaradan, Sri C. Ranganatha Aiyangar and Sri C. M. Fazalur Rahman were elected to the Executive Committee of the A.I.F.E.A.

PROPAGANDA :—Mr. C. Ranganatha Aiyengar, Journal Secretary, visited the districts of Madurai and Tirunelveli representing the Union and its organisations.

THE 25TH SOUTH INDIAN EDUCATION WEEK :—The Education Week was observed throughout the State from 31st October to 6th November 1955. The topic chosen for discussion during the Week was 'Education and the Second

Five-Year Plan'. Mr. M. S. A. Majid, Secretary of the Muslim Educational Association of South India, was the Chairman of the Central Education Week Committee. A booklet containing suggestions for the effective observance of the Week was brought out by the Central Education Week Committee. We are grateful to Messrs. B. G. Paul & Co. for kindly publishing the booklet for the Central Education Week Committee. Reports of celebrations were received from many places of the State and they were published in the *South Indian Teacher*.

OUR DISTRICT GUILDS :—All the District Teachers' Guilds held their annual conferences and observed the Education Week.

OUR JOURNALS :—*The South Indian Teacher* (English) and *Balar Kalvi* (Tamil) have been published regularly during the year. Sri T. P. Srinivasavaradan declared himself as Publisher in the place of Sri S. Natarajan. Though the financial position of the *South Indian Teacher* is somewhat satisfactory, that of *Balar Kalvi* requires more encouragement. Our members as well as our subscribers are requested to take keen interest in developing this journal *Balar Kalvi* by contributing useful articles on teaching methods and classroom experiences.

We are grateful to our subscribers for their kind co-operation and support and we are thankful to the members of the Journal Committee for their very kind help in conducting these journals.

THE S.I.T.U. PROTECTION FUND, LTD. :—The total assets of the Fund as on 31—12—1955 was Rs. 15.5 lakhs as against Rs. 13,73,802 on 31—12—1954. The total number of policies on 31—12—1955 was 5,561 with 14,652 units as compared with 4,836 policies with 12,681 units on 31—12—1954.

The Union was glad to note the steady progress of the Fund during all these 28 years.

Its new premises with staff quarters, etc. (S.I.T.U. Colony) were inaugurated by His Excellency Shri Sri Prakasa, Governor of Madras, the buildings were opened by the Hon'ble Sri K. Kamaraj Nadar, Chief Minister, the Sabhesan Hall was declared open by Dr. A. Lakshmanaswamy Mudaliar, Vice-Chancellor, Madras University, and the S. K. Yegnanarayana Iyer Memorial Library and Reading Room was opened by the Rev. D. Thambusamy, President, the Madras Teachers' Guild.

The Union was planning a housing scheme with the aid of the Protection Fund.

After all these, one night there came a bolt from the blue that the insurance business has been nationalised by Government and our Protection Fund was also included in the list of companies and thus the aspirations of the Union became a failure.

THE S.I.T.U. PROFESSION TRUST FUND :—The total expenditure for the year ending 31—12—1955 was Rs. 510-13-0 and the total assets on that date were Rs. 3,766-9-6.

S.I.T.U. PUBLICATIONS, LTD. :—The number of shareholders was the same as last year. The company published a book titled "Perunthozhilin Kathai" and its sale has been satisfactory. The year 1955 ended with a loss of Rs. 53-11-4. This cannot be construed really as a loss; because, 'Perunthozhilan Kathai' was published only in December and most of the copies were sold only in 1956. It is hoped that by undertaking more publications during 1956, the company will improve its finances.

THE S.I.T.U. BENEVOLENT FUND :—On 31—3—1956 the total number of members was 3,265 as against 3,124 on 31—3—1955. This is not an appreciable increase. The South India Teachers' Union appeals to all its members to join the Fund in large numbers and contribute liberally to help the teachers at times of sickness, etc.

THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH :—This Council has undertaken Achievement Tests in the various subjects. The tests in English and Mathematics for the Third Form level have been prepared and are in the course of administration in various schools. Collection of vocabulary of children at the time of admission to schools is under contemplation.

To encourage to take up more research work, man-power and financial assistance are required. The Council expects some encouragement from Government to make progress in its activities.

THE WORK OF THE UNION :—Representations were made to the authorities on the resolutions passed at the Annual State Educational Conference and at the meetings of the Executive Board.

The Union convened a special meeting of the Presidents and Secretaries of the District Teachers' Guild and the Members of the Working Committee at Coimbatore in July 1955 and considered the organisational set up and financial position of the Union. It was resolved that the present federal system of the Union should continue and the District Teachers' Guilds should take efforts to secure cent per cent enrolment of all categories of teachers. It felt that the financial position of the Union was not encouraging and recommended increase in the present rate of affiliation fee and also to collect a special contribution of not less than Re. 1/- from every association to augment the resources of the Union.

The meeting decided to observe the 7th August 1955 as "Teachers' Demand Day" as per the resolution of the A.I.F.E.A. and to observe the 29th July 1955 as "Pension Day for Teachers", and to send resolutions to the authorities on salaries and service conditions of teachers.

The meeting requested the District Teachers' Guilds to take advantage of the Government's housing scheme for low income groups.

Representation to the authorities has also been made on (1) pension scheme for teachers of all categories, (2) house rent allowance and medical relief, (3) qualifications of teachers of English in higher forms, and (4) quick closure of provident fund accounts of teachers.

We are glad to note that the Government are realising that something should be done to raise the salaries of teachers. It is hoped that in the coming year the expectation may come into effect.

Office-building for the Union :—Now that the S.I.T.U. Protection Fund has been taken over by Government, the South India Teachers' Union requires a special building of its own to have its office and the offices of its other organisations. It is hereby appealed to all the District Teachers' Guilds to help the Union in this regard by suitable ways and means.

Our beloved President, Sri S. Natarajan, was appointed Director of Field Advisory Services under the All India Council for Secondary Education constituted by the Government of India. His connection with this Union has been so long that even though he is in New Delhi, he has been helping us with his valuable advice and guidance.

Conclusion :—This Union which was started in 1907 is running its fiftieth year now. Next year it has to celebrate its Golden Jubilee. The service it has rendered to the teaching profession and to the cause of education, if dispassionately judged, is immense. The Government have recognised this Union as the accredited organisation of the teaching profession. The public too recognise that ours is an organisation giving lead on matters educational.

On this occasion the teachers would gratefully remember the disinterested services which Sri S. Natarajan has rendered to this Union and thereby to the teachers and to the public since 1921.

The history of the Union relating to this period is a history of three great men, the late Sri S. K. Yegnanarayana Iyer, the late Sri M. S. Sabhesan and our ex-President, Sri S. Natarajan, whose contribution is equally great. The Union wishes Sri S. Natarajan all prosperity, long life and happiness and sound health in his new post and it will continue to look up to him for guidance and help on all important occasions.

The present strength of the Union is not a little due to the steadfast loyalty and disinterested service rendered by its affiliated organisations throughout the State. In the coming years the Union may have to face more important problems in the field of Education and the teaching profession. It is our belief that the teaching profession will take up and study in all earnestness all those problems and give correct solutions.

V. ARUNAJATAI,
Secretary.

P. R. SWAMINATHAN,
Joint Secretary.

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year ended 31st March 1956

Receipts	Rs	A.	P.
Balances on 1st April 1955:			
Defence Fund Investment:			
Fixed Deposit with the M.T.G. Co-op. Society ..	100	0	0
Silver Jubilee Fund Investments:			
National Savings Certificates ..	800	0	0
Building Site purchased ..	1,101	4	0
3½% National Plan Loan (f.v. Rs. 400) ..	396	13	0
Shares in S.I.T.U. Publications Ltd. ..	200	0	0
Indian Bank, Ltd.:			
Current account ..	800	11	1
Savings Bank account ..	67	3	11
Cash on hand ..	16	3	5
Stamps on hand ..	4	5	9
With Balar Kalvi ..	430	0	0
	3,916	9	2
Affiliation fee:			
District Guilds ..	1,084	3	0
Individual subscriptions ..	269	12	0
Certification fee ..	499	12	0
Delegation fee:			
45th State Edl. Conference ..	322	8	0
46th State Edl. Conference ..	358	0	0
Conference Report Fee ..	87	0	0
Special contribution ..	100	0	0
Interest:			
From Bank ..	1	8	9
From Fixed Deposit ..	4	0	0
From N.P. Loan (Silver Jub. Fund *less* I.T.) ..	10	6	0
25th S.I. Education Week ..	51	0	0
Sabhesan Thanksgiving Fund ..	26	0	0
Contributions towards salary from:			
South Indian Teacher ..	600	0	0
Balar Kalvi ..	100	0	0
S.I.T.U. Publications ..	225	0	0
Contribution towards Tea to Sri S. Natarajan ..	154	0	0
Mis. Receipts ..	113	8	0
Total ..	7,923	2	11

Charges	Rs	A.	P.
Salary ..	1,740	0	0
Postage ..	481	2	3
Telephone charges ..	166	5	0
Office stationery ..	68	6	0
Reception to visitors ..	353	8	0
Executive Board meeting expenses ..	146	14	6
Contingencies ..	34	6	0
Conveyance charges ..	136	2	6
Travelling allowance ..	241	3	0
Bank commission ..	3	14	0
Mis. Printing ..	129	12	3
Rent & Light charges ..	226	4	0
Books & Publications ..	31	10	6
Audit Fee ..	75	0	0
Affiliation Fee to A.I.F.E.A. ..	25	0	0
25th S.I. Edn. Week ..	83	6	0
Sabhesan Thanksgiving Fund ..	20	0	0
Conference Report charges ..	200	0	0
Corporation Tax ..	4	13	0
By S.I. Teacher ..	106	0	0
Balances on 31—3—1956:			
Defence Fund Investment:			
F.D. with M.T.G. Co-op. Society ..	100	0	0
Silver Jubilee Fund Investments:			
National Savings Certificates ..	800	0	0
3½% N.P. Loan, 1964 (f.v. Rs. 400) ..	396	13	0
Building site purchased ..	1,101	4	0
Shares in S.I.T.U. Publications, Ltd. ..	200	0	0
Indian Bank, Ltd:			
Current account ..	469	0	7
Savings Bank account ..	118	12	8
Cash on hand ..	0	13	2
Stamps on hand ..	0	4	6
With Balar Kalvi ..	462	8	0
Total ..	7,923	2	11

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year ended 31st March 1956

Receipts	Rs.	A.	P.
Balances as on 1—4—1955:			
Fixed Deposit with the Madras Teachers' Guild Co-op. Society, Ltd. ..	500	0	0
Shares in the S.I.T.U. Publications, Ltd. ..	80	0	0
Indian Bank, Ltd.:			
Current account ..	116	11	6
Savings Bank account ..	75	10	9
Cash on hand ..	9	4	0
Stamps on hand ..	3	3	9
With the Union ..	535	0	0
With Balar Kalvi ..	1,461	10	0
	2,781	8	0
Subscriptions ..	3,860	7	0
Advertisement charges ..	1,407	0	0
Sale of publications ..	1,486	5	0
Interest ..	21	10	4
Miscellaneous ..	58	4	0
Total ..	9,615	2	4

Charges	Rs.	A.	P.
Journal Printing ..	3,461	2	6
Paper ..	1,844	6	3
Salary ..	600	0	0
Postage ..	551	6	9
Contingencies ..	34	6	6
Conveyance ..	76	8	0
Conveyance allowance to Journal Secretary ..	55	0	0
Travelling allowance ..	22	10	0
Bank commission ..	8	10	0
Mis. Printing ..	4	0	0
Mis. Payments ..	54	0	0
Special envelopes ..	196	6	6
Balances on 31—3—1956:			
Fixed Deposit with Madras Teachers' Guild Co-op. Society Ltd. ..	500	0	0
Shares in S.I.T.U. Publications, Ltd. ..	80	0	0
Indian Bank, Ltd.:			
Current account ..	61	11	9
Savings Bank account ..	127	5	1
Cash on hand ..	0	10	6
Stamps on hand ..	4	4	6
With the Union ..	429	0	0
With Balar Kalvi ..	1,503	10	0
Total ..	9,615	2	4

BALAR KALVI

Statement of receipts and charges for the year ended 31st March 1956

Receipts	Rs.	A.	P.
Balance on 1—4—1955:			
Indo-Commercial Bank, Ltd. ..	46	3	9
Cash on hand ..	13	14	0
Stamps on hand ..	2	11	9
	62	13	6
Subscriptions ..	1,008	0	0
Advertisement charges ..	360	0	0
Sale of publications ..	0	15	0
Interest from Bank ..	2	5	4
From Union ..	32	8	0
From South Indian Teacher ..	42	0	0
Total ..	1,508	9	10

Charges	Rs.	A.	P.
Journal Printing ..	773	8	0
Paper ..	292	7	3
Salary ..	100	0	0
Postage ..	180	9	9
Contingencies ..	11	0	0
Conveyance ..	15	2	0
Bank commission ..	0	10	0
Special envelopes ..	102	9	0
Balance on 31—3—1956:			
Indo-Commercial Bank, Ltd. ..	29	6	10
Cash on hand ..	0	10	6
Stamps on hand ..	2	10	6
Total ..	1,508	9	10

THE XXV SOUTH INDIAN EDUCATION WEEK

(31—10—1955 to 6—11—1955)

Statement of receipts and charges

Receipts.		Rs. A. P.	Charges		Rs. A. P.
Donations	..	45 0 0	Contingencies	..	17 6 0
Sale of booklets	..	6 0 0	Conveyance	..	5 11 0
From Union account	..	32 6 0	Postage	..	60 5 0
Total	..	83 6 0	Total	..	83 6 0

THE SILVER JUBILEE FUND ACCOUNT

(as on 31st March 1956)

		Rs. A. P.			Rs. A. P.
Balance as on 1—4—1955	..	2,353 10 0	Details:		
Add interest earned (*Less* incometax)	..	10 6 0	Building site purchased	..	1,101 4 0
			National Savings Certificates	..	800 0 0
			3½% National Plan Loan, 1964 (face value Rs. 400)	..	396 13 0
			With the Union	..	65 15 0
Total	..	2,364 0 0	Total	..	2,364 0 0

DEFENCE FUND

Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd. Rs. 100/-

SABHESAN THANKSGIVING FUND

(as on 31st March 1956)

Receipts.		Rs. A. P.	Charges		Rs. A. P.
Balance as on 1—4—1955	..	660 5 6	Memorial Lecture by Sri T. P. Srinivasavaradan	..	20 0 0
Add interest earned on Fixed Deposits	..	26 0 0	Balance on 31—3—1956:		
			Fixed Deposit with the M.T. Guild Co-op. Society, Ltd.	..	650 0 0
			With the Union	..	16 5 6
Total	..	686 5 6	Total	..	686 5 6

V. ARUNAJATAI,
Secretary.

L. MARIAPRAGASAM,
Treasurer.

Examined and found Correct.

V. SOUNDARARAJAN & CO.,
Chartered Accountants.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

* 1. *President* :—Sri T. P. SRINIVASAVARADAN, B.A.,L.T., *Headmaster,* Hindu High School, Triplicane, Madras-5.

* 2. *Vice-President* :—(i) Sri E. N. SUBRAMANIAM, M.A., B.L., Elappully, Palghat, South Malabar.

* 3. *Vice-President* :—(ii) Sri A. M. KANNIAPPA MUDALIAR, B.A., L.T., *Headmaster,* Pachiappas High School, Kancheepuram, Chingleput.

* 4. *Secretary* :—Sri V. ARUNAJATAI, M.A., M.Ed., St. Gabriel's Secondary Training School, Broadway, Madras-1.

* 5. *Joint Secretary* :—Sri P. R. SWAMINATHAN, M.A., L.T., *Headmaster,* R.C.T. High School, Annamalainagar, S. Arcot.

* 6. *Treasurer* :—Sri L. MARIAPRAGASAM, B.A., L.T., 6, Cutchery Road, Mylapore, Madras-4.

* 7. *Journal Secretary* :—Sri C. RANGANATHA AIYENGAR, M.A., L.T., 39, Fourth Main Road, Gandhinagar, Madras-20.

* 8. *Secretary, Protection Fund* :—Sri S. D. KRISHNAMURTHI RAO, B.A., L.T., Hindu High School, Triplicane, Madras-5.

North Arcot—

9. (1) Sri T. P. GOPALAKRISHNAN, B.A., L.T., *Headmaster,* Board High School, Polur.

10. (2) Sri D| NARASIMHAN, B.A., L.T., *Assistant,* Town High School, Arni.

South Arcot—

11. Sri P. R. SWAMINATHAN, M.A., L.T., *Headmaster,* R.C.T. High School, Annamalainagar.

Chingleput—

12. Sri A. T. DORAISWAMY IYENGAR, B.A., L.T., Goudie High School, Trivellore.

Coimbatore—

13. (1) Sri E. VENKATESALU, B.A., L.T., *Headmaster,* Rajalakshmi Mills High School, Singanallur.

* 14. (2) Sri K. M. RAMASWAMY GOUNDER, B.A., L.T., *Headmaster,* D.J. High School, Gobichettipalayam.

South Kanara—

15. (1) Rev. Fr. JAMES COELHO, S.J., *Headmaster,* St. Aloysius High School, Mangalore-3.

16. (2) Sri P. S. VENKATAKRISHNA RAO, M.A., B.T., B.E.M. High School, Mangalore-1.

Madras—

17. (1) Rev. D. THAMBUSAMI, M.A., L.T., B.D., *Principal,* Kellett High School, Triplicane, Madras-5.

* 18 (2) Sri G. SRINIVASACHARI, P.S. High School, Mylapore, Madras-4.

MADURAI—

19. (1) SRI M. R. SRINIVASAN, B.A., L.T., *Headmaster*,
Madura College High School, Madurai.

20. (2) SRI A. RAMAYYA, B.A., L.T., *Assistant*,
St. Mary's High School, Madurai.

SOUTH MALABAR—

21. (1) ....

22. (2) SRI P. R. SUBRAMANIAM, M.A., L.T., *Headmaster*,
Rajah's High School, Kollengode.

CENTRAL MALABAR—

23. (1) SRI A. K. APPU, B.SC., B.T., *Headmaster*,
Nanminda High School, Kakkur, Kozhikode-5.

24. (2) SRI P. NEDUNGADI, B.A., L.T.,
Ganpat High School, Kozhikode-2.

NORTH MALABAR—

25. (1) SRI K. KARUNAKARAN, B.A., L.T., *Headmaster*,
P—High School, Parasannikatavu.

26. (2) KUMARI A. V. MALATHI, B.A. B.T.,
Chovva High School, Chovva, Etakad Post.

RAMANATHAPURAM—

* 27. (1) SRI V. ANTONISWAMY, M.A., L.T., *Headmaster*,
Municipal High School, Karaikudi.

28. (2) SRI N. J. RENGASWAMY, M.A., L.T., *Headmaster*,
N.S.M.V.P.S. High School, Devakottai.

SALEM—

29. (1) SRI E. SHANMUGAM, B.A., L.T., *Headmaster*,
Board High School, Krishnagiri.

30. (2) SRI S. SUBBA RAO, B.A., L.T.,
Little Flower High School, Salem.

TANJORE—

31. (1) SRI R. MAHADEVAN, B.A., L.T., *Assistant*,
Municipal High School, Mayuram.

32. (2) SRI A. V. THYAGARAJA SASTRI, M.A., L.T., *Headmaster*,
National High School, Mannargudi.

TIRUNELVELI—

33. (1) SRI BERTIE PHILIP, B.A., L.T., *Assistant*,
Schaffter High School, Tirunelveli Town.

34. (2) SRI H. VISWESWARAN, B.SC., L.T., *Assistant*,
Thirthapathi High School, Ambasamudram.

TIRUCHIRAPALLI—

35. (1) SRI R. BHUVARAHAN, M.A., L.T.,
National College High School, Tiruchirapalli.

36. (2) SRI J. G. CLEMENT, B.A., L.T., *Assistant*,
Bishop Heber High School, Teppakulam, Tiruchirapalli.

THE NILGIRIS—

37. SRI S. SIVASUBRAMANIAM, B.SC., B.T.,
Municipal High School, Ootacamund.

EX-PRESIDENT—

* 38. SRI S. NATARAJAN, B.A., L.T.,
33-35, Ferozsha Road, New Delhi.

* Indicates Working Committee members.

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of District Teachers' Guilds
(as on 31st March 1956)

District Guild.	*President*	*Secretary*
1. North Arcot	Sri S. Krishnamurthi, B.A., L.T., Headmaster, Town H.S., Arni.	Sri D. Narasimham, B.A., L.T., Town H.S., Arni.
2. South Arcot	Sri C. Subramania Mudaliar, M.A., L.T., Headmaster, Gandhi Memorial H.S., Tiruvannainallur.	Sri P. Kolandaivelu Pillai, M.A., B.T., Headmaster, Board H.S., Porto Novo.
3. Chingleput	Sri A. S. Johnson, M.A., L.T., Headmaster, St. Columbas H.S., Chingleput.	Sri T. E. Santhanam, B.A., B.T., Sri Ramakrishna H.S., Chingleput.
4. Coimbatore	Sri G. R. Damodaram, B.SC., A.M.I.E., Principal, P.S.G. College of Technology, Peelamedu.	Sri E. Venkatesalu, B.A., L.T., Headmaster, Rajalakshmi Mills H.S., Singanallur.
5. South Kanara	Rev. Fr. James Coelho, S.J., Headmaster, St. Aloysius H.S., Mangalore-3.	Sri P. S. Venkatakrishna Rao, M.A., B.T., Asst., B.E.M. H.S., Mangalore-1.
6. Madras	Rev. D. Thambusami, M.A., L.T., B.D., Principal, Kellett High School, Triplicane, Madras-5.	Sri T. S. Rajagopala Iyengar, B.A., L.T., Sri T. Veerasami, No. 47, Singarachary St., Triplicane, Madras-5.
7. Madurai	Sri S. Krishna Iyengar, B.A., L.T., Sethupathi H.S., Madurai. (Vacant)	Sri K. S. Krishnan, M.A., B.T., Sethupathi H.S., Madurai.
8. South Malabar	(Vacant)	Sri P. R. Subramaniam, M.A., L.T., Headmaster, Rajah's H.S., Kollengode.
9. Central Malabar	Sri A. K. Appu, B.SC. B.T., Headmaster, Nanminda H.S., Kozhikode-5.	Sri P. Nedungadi, B.A., L.T., Ganpat H.S., Kozhikode.
10. North Malabar	Sri K. Karunakaran, B.A., L.T., Headmaster, P. High School, Parasannikatavu.	Kumari A. V. Malathi, B.A., B.T., Chovva H.S., Chovva, Etakad P.O.
11. Ramanathapuram	Sri V. Antoniswamy, M.A., L.T., Headmaster, Municipal H.S., Karaikudi.	Sri V. Chockalingam, B.A., B.T., Municipal H.S., Karaikudi.
12. Salem	Sri E. Shanmugam, B.A., L.T., Headmaster, Board H.S., Krishnagiri.	Sri N. Nanjappa, M.A., B.O.L., L.T., Headmaster, Board H.S., Papireddipatti.
13. Tanjore	Sri M. K. Nataraja Iyer, M.A., L.T., Headmaster, National H.S., Mayuram.	Sri R. Mahadevan, B.A., L.T., Municipal H.S., Mayuram.
14. Tirunelveli	Sri T. V. Arumugam, M.A., L.T., Headmaster, M.D.T. Hindu College H.S., Tirunelveli.	Sri P. R. Mahadevan, B.A., L.T., M.D.T. Hindu College H.S., Tirunelveli.
15. Tiruchirapalli	Sri M. P. H. Albert, M.A., L.T., Headmaster, Bishop Heber H.S., Teppakulam, Tiruchirapalli.	Sri R. Bhuvarahan, M.A., L.T., National College H.S., Tiruchy.
16. The Nilgiris	Sri George Gnanarathnam, B.A., L.T., Headmaster, Municipal H.S., Ootacamund.	Sri S. Sivasubramaniam, B.SC., B.T., Municipal H.S., Ootacamund.